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ABSTRACT

A review of twelve teaching/learning methodologies is presented, with tips and suggested uses listed for each: lecture, question-answer, discussion, seminar, buzz session, brainstorming, problem solving, role playng, simulation, gaming, programmed instruction, and values clarification. It is noted that educators should be encouraged to review various methodologies and to choose the most effective technique according to the classroom situation and different populations. Different methodologies can be combined and used together, such as role playing and simulation. A summary of methods used in health education is provided, listing pupil centered and teacher centered processes such as group methods, creative activities, and use of experts. (FG)

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HEALTH EDUCATION TEACHING/LEARNING METHODOLOGIES

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by

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A variety of teaching/learning techniques can be utilized effectively in health education. Some methodologies are a result of the application of theories of learning (Maslow, Rogers, Lewin, etc.) to practice while other methodologies are based on previous experience or on trial and error. Facilitators of learning should be encouraged to review various methodologies and determine which methodologies are most effective for various classroom stituations, including different populations. Lastly, most of the following methodologies should be utilized in combination with other methodologies and not alone. For example, demonstration can be used effectively with lecture. Following is a review of various teaching/learning methodologies:

I. LECTURE

A lecture is a formal talk on a subject for specific instruction or for presenting specific information. It is a method of "telling", thereby a one-way channel of communication. The technique is useful for:

1. Presenting material to large groups in a limited period of time.

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2. Introducing new material or presenting a lesson overview.

3. Elaborating on a subject.

4. Explaining a process.

5. Bridging gaps between topics studied in-depth.

6. Explaining difficult points.

7. Summarizing.

8. Reinforcing written words.

9. Providing a change of pace from other methods.

The following "tips" allow for most effective use of the lecture technique:

1. Introduce appropriate visual aids to stimulate the sense of sight.

2. Motivate the group by relating the lecture to problems familiar to participants.

3. Express ideas in a way to stimulate thinking.

4. Use language the audience can follow easily.

5. Emphasize important points.

6. Repeat the main thought several times throughout the lecture, thus keeping it uppermost in the minds of the listeners.

7. Move to the conclusion as rapidly as possible without losing the audience.

8. Being certain that the ladder of ideas on which the conclusions stand is clear to the audience.

9. Distribution and development of instructional material, both written and graphic, to supplement the lecture.

10. Allow for questions and discussion.

11. Avoid reading the material word for word.

12. Direct instructions to individuals.

13. Tell the listeners what is expected of them.

14. Develop effective speech habits.

Tools which might be utilized in a lecture include:

1. A chalkboard or newsprint to list main points of the talk, to write outlines, unfamiliar terms, diagrams, and graphs.
2. Pictures, posters, models, specimans, or flip charts may be used to illustrate the talk.
3. Stories, examples, and comparisons are raised to emphasize important points.
4. Slides, tapes, and films used to clarify meanings.

II. QUESTION-ANSWER

The question-answer method is methodology wherein the instructor presents questions and the group members answer the prepared questions concerning the retention or application of materials presented in the sessions or the stimulation of intellectual thinking about concepts, issues, ideas, meanings, or significant activities.

Question-answer technique is useful for:

1. Reviewing; sparking discusssions; arousing interests; probing into attitudes, opinions, and definitions; and developing deeper thinking.
2. Further assignments, outside the text, in response to questions by participants.
3. Placing fragments of information into meaningful wholes; the sequence of questions should lead progressively to specific understanding.

The following tips allow for most effective use of the question-answer technique:

1. Thought-provoking questions should be developed for frequent use.
2. Progressively difficult related questions can be used to help participants acquire in-depth concepts.
3. If a particular question can best be answered in a certain way (defined, compared, classified, evaluated, etc.), the leader should indicate this point clearly.

4. A portion of a participant's answer can be used, if possible, to develop and to maintain participant's interest.

5. Questions should relate to the range of knowledge and experience of the participants.

6. Questions should be directed to the entire group.

7. Questions may be presented orally, on chalkboard or charts, flashed on a screen with the opaque or overhead projector, or taped.

8. An essential part of the question-answer technique is to encourage group members to ask questions.

9. The leader should not bluff when unsure of an answer; it is better to say, "I don't know," and then find the answer.

Useful tools for the question-answer technique might include a chalkboard, charts, slides, tapes, typed sheets, and questions on transparencies.

III. DISCUSSION

Discussion is a group activity in which the leader and the group members talk over some problem or topic; it is a process of thinking aloud together. It could be useful for:

1. Home teaching, classroom setting, staff meeting, and other small group arrangements.

2. Analyzing, exploring and analyzing concepts previously presented to the group.

3. Analyzing problems of group common concern.

4. Motivating the participants and enabling them to comprehend the oral meaning of what they are learning.

5. Helping participants increase retention of concepts.

6. Improving the speaking and listening skills of the participants.

Tips for the use of the discussion techniques include the following:

1. Group discussion leader begins the discussion.

...Discussion goals on topics must be clearly defined.

...A Ciruclar seating arrangement will increase interest and participation.

2. The leader must keep the discussion on the topic; it may sometimes be helpful to ask a recorder to summarize for the group.

3. All individuals within the group should be recognized and involved. Thinking may be stimulated by thought questions and each person should be encouraged to do his own thinking.

4. Time must be allowed for periodic summaries. The leader should take time to ask, "Where are we?" "Do we have an answer?"

5. Discussions may be started by introducing challenging topics, viewing motion pictures, bulletin board displays, or objects brought to a meeting and listening to a tape recording or record.

Useful tools for this technique include: space, chairs or cushions, and clearly stated problems or topics.

IV. SEMINAR

The seminar method enables a group of individuals to meet informally with designated leaders for in-depth discussions on common problems. All concerned individuals have an opportunity to contribute through cooperative efforts. Seminars are of two primary types: a discussion led by a participant on an assigned topic or a general discussion led by a participant on an assigned topic or a general discussion on familiar topics. The seminar leader usually performs the following tasks:

1. Assists all participants in selecting discussion topics.

2. Arrange short reports or presentations at appropriate intervals in the seminar.

3. Guides the discussion following the selected presentation.

4. Serves as a resource person making suggestions when necessary.

5. Invites and thanks specialists, who contribute to the discussion or lead the discussions in their area of competence.

Tools for a seminar might include: chalkboard, charts, graphs, pictures, films, motion pictures, slides, tapes, appropriate books, or any other audiovisual aids that make the presentation/seminar interesting.

V. BUZZ SESSION

A buzz session or group is created by dividing a large group of individuals into sub-groups of three to six persons in order to consider a specific, limited problem or question for three to eight minutes. The limited size of the sub-group enables each group member to participate, and the limited time forces each group to stay on target.

Buzz sessions may be used for the following purposes:

1. To warm up a large group of individuals for general discussion.
2. To overcome a feeling of helplessness or apathy and to direct a group toward action (e.g., building fund, ward project, etc.) on a specific target.
3. To obtain a cross section of ideas, opinions, suggestions, and decisions in a minimum of time with maximum participation.
4. To allow the opportunity for everyone a chance to contribute.
5. To take time for quick assessment of additional data, materials, or suggestions.
6. To establish an agenda for a meaningful learning experience in a large group.
7. To test a set of ideas and to increase communication between speaker and the audience.

"Tips" for the utilization of the buzz session include:

1. The leader presents the problem to the large group.
2. The group is subdivided into small groups--buzz groups of three to six persons (each group meeting separately). The group may count off "one-two-three" or one through six -- or by any fast method.

3. The problem is specified and limited for buzz group discussion. The problem should be written (large) on a chalkboard or newsprint for everyone to see and understand clearly. All buzz groups may work on the same problem, or each group may be given a small facet of the problem.

4. Each buzz group should have a chairman and a recorder.

5. The leader should circulate among the various groups, helping them stay on target.

VI. BRAINSTORMING

Brainstorming is a group effort in order to solve a well-defined problem by offering alternative solutions no matter how extreme. This technique attempts to generate a large number of ideas quickly while suspending all criticisms.

This method may be useful for:

1. Determining different ways of presenting leadership lessons.

2. Project planning.

3. Problem solving.

4. Alternative consideration.

5. Channeling and directing thinking.

6. Suggesting many possible applications of an idea (which no one individual might think of alone).

"Tips" for brainstorming might include:

1. A problem is selected, stated clearly and specifically.

2. A recorder is designated to list all ideas on chalkboard or newsprint.

3. Critical judgements, negative comments, and evaluation are not allowed.

4. Setting is kept informal and relaxed.

5. Ideas, no matter how far out or freewheeling, are encouraged.

6. Building on ideas by combining these or improving them is encouraged.

7. The leader only makes suggestions to maintain active thinking by new lines of thought.

8. The leader closes the session after fifteen to twenty minutes. (Predetermined time)

9. The leader restates the problem, and the group moves into the sorting out and refining period.

10. The leader evaluates the ideas objectively without giving blame or taking credit.

VII. PROBLEM SOLVING

Problem solving is a method utilized to systematically analyze problems in order to reach alternative solutions. It may result in a high quality of learning.

Problem solving can be utilized in the following ways:

1. Improving procedures, policy, and group relations, etc. in various projects.

2. Analyzing case studies.

3. Approaching problems with an open searching mind.

Procedures for problem solving include:

1. The problem, issue, or question requiring an answer or solution is identified and defined specifically.

2. Evidence or data are gathered that will help in the solution of the problem.

3. The information is organized and analyzed.

4. A tentative solution to the problem (hypothesis) is formed.

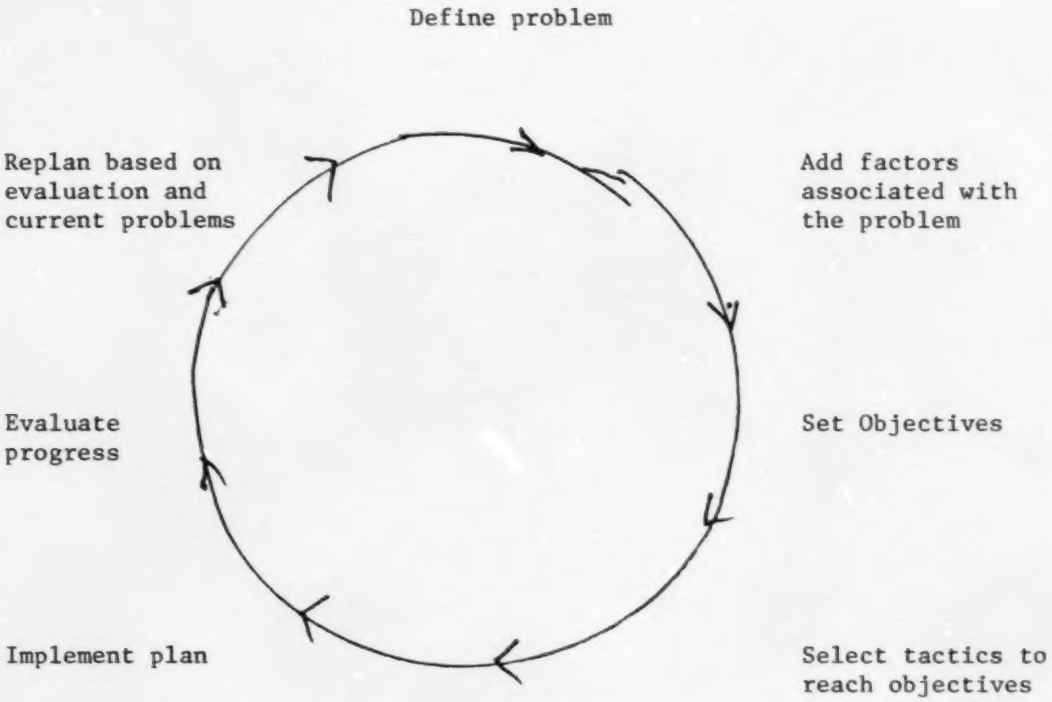
5. The solution is tested.

6. If it tests successfully, the problem is considered solved; if not, steps 3 through 5 are repeated.

Tools used in problem solving might include: recording tools, such as paper and pencils (Tape recorder may be too threatening).

Sample Problem

You are the staff trainer for a school-based sex education program. You have found using medical personnel to be the most effective and efficient way to contact high school students. The high school principal feels negatively toward this program. Your supervisor, the superintendent is in favor of your proposal. How do you achieve your goal of obtaining this program?



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STEPS OF PROBLEM SOLVING

1. DEFINE THE PROBLEMS

   Carefully and Clearly.

2. AGREE ON THE PROBLEM DEFINITION

   To prevent misdirected problem solving efforts and establish a common commitment.

3. GATHER INFORMATION

   To increase knowledge and understanding of the problem

4. PROPOSE SOLUTIONS

   Present alternatives by brainstorming and/or critical analysis techniques.

5. CHOOSE A SOLUTION

   That is feasible and can be implemented by the group.

6. PLAN ACTION

   Develop strategy, assign roles and tasks, and set a schedule for implementing solution choice.

VIII. ROLE PLAYING

Role playing is an unrehearsed, informal dramatization in which people spontaneously act out human relations problems to (1) become aware of the feelings of someone else, (2) see a situation through other people's eyes, or (3) experience how they would act rereact in a given situation.

This method may be utilized for:

1. Leadership and human relations skills
2. Solving group problems - actual problems may be reenacted.
3. Make the feelings of the characters in a story or situation more lifelike to the group.
4. Practicing how to behave in difficult situation.
5. Teaching certain subject matter more effectively: e.g., peer pressure.
6. Providing an opportunity for individuals to express what they actually feel rather than to say what they think you want to hear; as a result they can explore their own feelings and gain additional insight.
7. Awaken attitudes, such as those toward members of another ethnic group.

Procedures for role playing might include:

1. The leader describes the situation to be role played.
2. Role players are selected and requested to put themselves into the frame of mind of the people they are representing. The leader emphasized that they are playing roles, not being themselves.
3. The leader assigns definite/specific tasks to the audience. Individuals can place themselves into the shoes of particular roles, watch for specific events, or judge the realism of the role playing.
4. The leader establishes the stage and begins the action, which is ceased when the problem has been illustrated.
5. The group discusses what occurred and attempts to identify the values and feelings of those involved individuals and the conditions which caused them to act or feel as they did.
6. The leader evaluates the processes and summarizes the main points presented.
7. The role-playing situation may be repeated with new players or players reversing roles.

IX. SIMULATIONS

The simulation is a simplified reality (the essence of physical or social systems of interaction). Simulations attempt to replicate essential aspects of reality so that reality may be better understood and/or controlled. Reality is replicated to the degree that the simulation designer selects essential elements.

The method is useful in two types:

> Interpersonal simulations (learning contests, in which the participant responds within the simulation as if he/she were in the actual system of interaction) and large system simulations (for the examination of the dynamics of large systems - i.e., community action groups, mental health teams, etc.).

Simulations can be utilized for:

1. Presenting information
2. Exercising skills
3. Assessing performance
4. Diagnosis
5. Therapy
6. Problem solving

Simulations also can be combined with games (simulation-game) where rules for outcome, win-criteria, etc., is related to real-life situations, roles.

Procedures for simulation include:

1. Identify the boundaries of the system to be simulated (i.e., decide what will be, what will not be included).
2. Create role descriptions for persons in real life, and circulate to persons simulating.
3. Attempt to replicate physical environment.
4. Decide on a time period.
5. Put people and envoronment together.
6. Name observers to watch simulation.
7. Conduct post-simulation discussion.

X. GAMING

Games are competitive interactions among participants to achieve prespecified goals. These interactions may feature cooperation within groups, but competition either among individuals or groups distinguishes gaming. Games are usually played for entertainment and clearly identify winners and losers. Participant success is dependent upon skill or replicate real world behavior -- rules of behavior for the game need apply to the game only.

Games are utilized for:

1. Competitive learning contests in which participant success is determined by the degree of subject matter comprehension -- of information, concepts, generalizations, and/or theories -- demonstrated during game play.

2. Planning exercises which focus on process rather than content by engaging the participant in the examination of selected social problems requiring solution. Committees cooperate in discussion and each proposes solutions which are in competition for adoption by the entire group after evaluation criteria have been established and applied.

3. With simulation (simulation-games) where rules of play, win-lose outcome, etc., take place in a simulated real-world situation.

Procedures for gaming include:

1. Identification of:

    a. Goals and/or objectives
    b. Degree of reality to be included
    c. Duration or time schedule
    d. Degree of role-playing (see simulation sheet)
    e. Resources to be allocated to players
    f. Alternative moves allowed and constraints
    g. Interactions among players
    h. Feedback and rewards (win-lose criteria)
    i. Rules of play

2. Design games

3. Identify observers

4. Conduct game

5. Conduct post-game discussion

XI. PROGRAMMED INSTRUCTION

Programmed instruction is a technique used for teaching cognitive information. The student responds to a pre-designed program by filling in a blank in a work book, using a teaching machine or working at a computer terminal. Some programs are designed in a manner that reinforces positive responses in order to motivate children to work independently. Generally, new terms are introduced at intervals in the program and then the pupils are requested to apply these terms to a series of situations with cues becoming less obvious. Another type of program utilizes a multiple choice format, which provides the correct responses and an explanation of why some pupils answers are incorrect.

Teachers can devise their own programs but should consider:

1. Program construction is a time consuming and complex process.
2. Children find programmed instruction fascinating.

XII. VALUES CLARIFICATION

Values clarification is not the teaching of a set of values to students. It is a process that allows each individual the opportunity to determine their own values and attitudes through educational exercises. Values clarification is usually defined as a process in which a person participates in a series of steps in order to clarify what they think, feel or believe about particular issues. To determine a value that might serve as a guide to behavior, a person may go through the valuing process:

1. Making Choices - Must be done freely and without coercion. Choices must be made from two or more alternatives, and each choice must be weighed in terms of its consequences. Whether the choice yields positive or negative results, each choice becomes a learning experience.
2. Prizing - One must feel good about their choice and able to cherish/ prize the choice, and when called upon, publicly defend it.
3. Acting - When a person has made a choice, feels good about the choice, it will recur as a consistent pattern of behavior.

Pupil understanding necessary to relate to the valuing process might include:

1. My basic needs.
2. My traits - inherited and acquired.
3. My emotions - types and handling of.
4. My personality traits.
5. My relations with others.
6. My values - I do have some.
7. My values may be different to other people, but I do accept and appreciate people even if their values are different.
8. My values are some resources for use in decision-making.
9. I do make decisions.
10. There are usually alternatives in decision-making.
11. There are usually short and long term consequences in most alternatives in decision-making.
12. My decisions influence my behavior.
13. My behavior influences the degree in which I satisfactorily fill my needs as a human being.

Useful tools might include: vocabulary cards, games, films, filmstrips, records, tapes, transparencies, open questions for stories on cards, books, discussion, role play, problem box, sentence completion, voting, value sheets, alternative sheets, alternative sheets with short and long term consequences, weekly reaction sheets, and journals.

SUMMARY OF METHODS USED IN HEALTH EDUCATION

Common - Conventional Methods - Teacher - Centered

Reading Assignment
Lecture
Lecturette
Recitation
Small group method
Vocabularly
Oral Reports by student
Review
Test, quizzes, examinations
Independent study, term papers, written report
Personal example of teacher

Problem - Solving Methods - Pupil - Centered

Project
Survey
Health Club
Discussion
Demonstration
Laboratory experimentation
Field trips
Seminar
Values Clarification
Gaming
Programmed Instruction
Simulation

Group Methods - Pupil and Teacher - Centered

Group discussion
Lecture - discussion
Committee work
Interview
Conference
Individual counseling
Role playing
Buzz session
Brainstorming
Health campaigns

Creative Activities

Dramatization
Producing skits
Story-telling
Playing educational games
Creative writing
Preparing posters
Preparing filmstrips
Preparing models
Preparing specimens
Preparing diagrams
Preparing scrapbooks

Use of Experts - Teacher - Centered (Resource People)

Outside speakers
Panels
Forums
Symposium
Debate

Materials for Reading Assignments

Textbooks
Reference books
Magazines
Pamphlets
Cookbooks
Bulletins
Leaflets
Guides
Handbooks
Newspapers

Useful Tools

Chalkboard
Charts
Slides
Tapes
Video
Transparencies
Chairs
Cushions
Space
Movies
Films
Books